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ABSTRACT

Intended for parents of handicapped children, the booklet provides information on the basic rights the child is entitled to, how the special education system works in Iowa, how the parent can become involved in education, and how to assure that the child's rights are protected. Chapter 1 addresses the right to an education with sections on what the Constitution and courts say, Iowa law, and federal law. Chapter 2 contains definitions of special education and various disabling conditions. A third chapter describes the Iowa school system in terms of the Local School Distrit, Area Education Agencies, State Hospitals-Schools, and the State Department of Public Instruction. Also considered in this chapter are the provisions of special education, including the types of instructional programs, areas of instruction, and the types of support services available. Chapter 4 focuses on the individual education program, while a final chapter outlines steps a parent should take when a problem arises regarding the child's education. Appended are lists of Area Education Agency Districts, Area Education Agency Special Education Directors, organizations for parents of handicapped children, and Iowa Developmental Disabilities Agencies. (SBH)

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

a parent's guide to special education

to opening doors

PREFACE

"A Parents Guide to Special Education" is written for parents of handicapped children. The booklet was first printed in1975 and was prepared for the Iowa Developmental Disabilities Council. The booklet since its first publication has been in high demand. It has been reprinted once. For this printing the booklet has been updated and reorganized to provide you with information on: the basic rights your child is entitled to, how the special education system works in Iowa, how you can be involved in your child's education, and how to assure that these rights are protected.

If a child is to have the optimum opportunity for development the child must be involved with a number of people. This is especially important with a handicapped child. We hope this material gives you, the parent, an understanding of what is available through public education and that this aids you in helping your child grow in an environment that supports his or her uniqueness.

The staff of the Iowa Developmental Disabilities Program notes that sections of this booklet were first developed by the Midwest Regional Resource Center, Drake University in their booklet "For Parents Only . . .".

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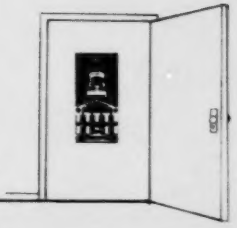
1 THE RIGHT TO AN EDUCATION



The Constitution of the United States and Iowa guarantee to all people equal protection under the law.

U.S. Constitution; Article 14, Section 1 — "All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the state wherein they reside. No state shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any state deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws."

Constitution of the State of Iowa; Article 1, Section 6 — "All laws of a general nature shall have a uniform operation; the General Assembly shall not grant to any citizen, or class of citizens, privileges or immunities, which, upon the same terms shall not equally belong to all citizens."

Based on the equal protection provided under the Fourteenth Amendment to the Constitution, the Federal Courts in the Pennsylvania and Mills cases ruled the state has an obligation to provide a free public education to all children of school age and the concurrent right of all children to a free, publicly supported education. The Court stated that it was a denial of equal protection to provide an education for some children, those so called normal children of school age, but deny the same benefits to others, the mentally retarded children of school age.

These court decisions rendered in 1971 and 1972 had a far reaching effect on legislation passed by states for the education of all handicapped children.

The Iowa Legislature recognized many local school districts were not providing programs adequate to meet the needs of handicapped children and the state was passively supporting the policy of excluding multiply and profoundly handicapped children from a free public education. In 1974 the General Assembly passed the Area Education Agency (AEA) Bill which then was implemented in July of 1975. With the passage of the bill the Iowa Code read:

> "It is the policy of this state to provide and require school districts to make provisions, as an integral part of public education, for special education opportunities sufficient to meet the needs and maximize the capabilities of children requiring special education." Chapter 281.2 of the Iowa Code.

The **Rules of Special Education** developed by the Department of Public Instruction to implement the Bill clearly spell out that special education programs and services must be made available to all children in need of them.

In September of 1977 **a federal law (Public Law 94-142)** The Education for All Handicapped Children Act was made effective. This piece of legislation at the national level guarantees a free and appropriate education to all handicapped children. The law requires that:

1. States provide education to all handicapped children age 3 to 18 by September 1978;
2. States meet the full-service mandate of serving all handicapped children ages 0 thru 21 by September 1980;
3. States place priority on serving children not now being served;
4. States insure that each child has a written individualized education plan, and
5. States establish due process procedures to protect these rights.

To aid in these mandates being met, the law established a formula through which states and local education agencies could receive federal funds for each handicapped child. When fully operational in 1982, the formula will reimburse states 40% of the national per pupil average expenditure per child. In order to participate in this federal program a state must submit an Annual Program Plan to the U.S. Office of Education.

Another piece of federal legislation that affects the handicapped and education is "Section 504 of the Rehabilitation Act of 1973". It speaks to requirements for buildings to be accessible to the handicapped. The regulation provides that programs receiving federal assistance must be accessible to handicapped persons. It does not require that every building or part of a building must be accessible. Structural changes to make the program accessible must be made only if alternatives, such as reassignment of classes or home visits, are not possible. In meeting the objective of program accessibility, schools must take care not to isolate or concentrate handicapped persons in settings away from non-handicapped program participants.

In summary we see that the courts have interpreted the Constitution to assure education for the handicapped and that both federal and state laws assure the right of your child to a free and appropriate education.

2 SPECIAL EDUCATION and WHO IS IT FOR?

We know that your child has a right to an appropriate education. For the Handicapped child this has come to be known as Special Education. What does Special Education mean?

Special Education is defined by Public Law 94-142 as a:

> "... specially designed instruction, at no cost to parents or guardians, to meet the unique needs of a handicapped child, including classroom instruction, instruction in physical education, home instruction, and instruction in hospital and institutions."

For a Handicapped child it may not be appropriate for that child to be offered instruction in certain courses or activities. It may be necessary to instruct the child or offer learning experiences in activities that other children have mastered earlier. Handicapped children may need to learn adaptive behavior that other children never need to concern themselves with. Innovative approaches may be needed for the child who learns differently. Special skills on the side of the instructor may be needed. All of this, and more, is involved in Special Education.

Who are these children in need of Special Education?

The Federal law says the:

> "Mentally retarded, hard of hearing, deaf, orthopedically impaired, other health impaired, speech impaired, visually handicapped, seriously emotionally disturbed, or children with specific learning disabilities who by reason thereof require special education and related services."

In Iowa, if a person is between 0 and 21 years of age and has one of the following disabilities, he or she is included in the group needing special education programs:

1. **Physical Disability** - If your child has a physical problem such as a heart problem, difficulty in seeing or is blind, has cerebral palsy, or has a crippling condition, your child may be considered by the school to be physically handicapped.
2. **Mental Disability** - You may have been told that your child is mentally retarded. Tests and examinations have then shown that your child shows an inability to learn and adapt at the same rate as other children. You may have noticed that your child's language and physical development is considerably slower than that of children of the same age or that your child seems unable to learn as rapidly as others.

   Mental retardation can be mild, moderate, or severe. Professional

people use these three general categories to describe mentally retarded children. Understanding the categories that are commonly used may help you work more effectively with your school and community agencies.

Some children with mental retardation may learn somewhat slower, others slower yet, and some substantially slower than other children of the same age. A child also may be somewhat slower (educably mentally retarded) in language development while definitely slower (trainably mentally retarded) in physical development.

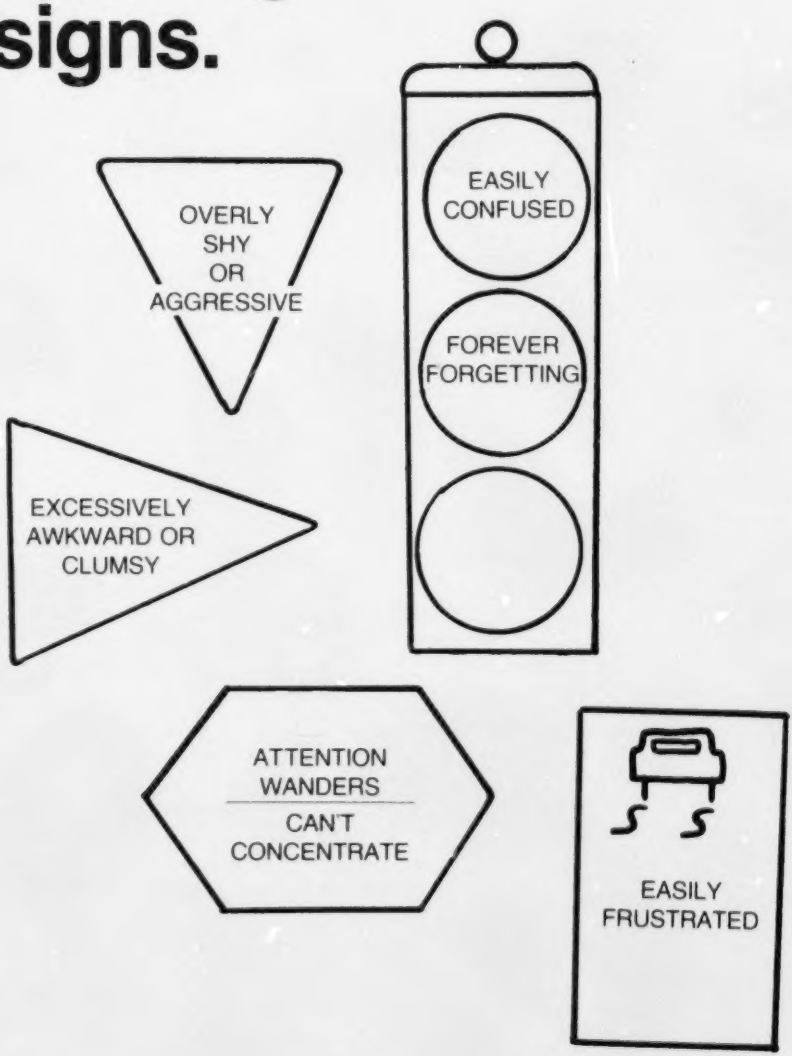
3. **Emotional Disability** - There is no easy way to know whether or not your child is emotionally disturbed. If your child's behavior is extremely different from the behavior of other children or is extremely disturbing to other adults and children, he or she may need special help. This child's behavior usually interferes with the learning process. He or she may seem to withdraw from socialization, and have a general mood of unhappiness or depression.
4. **Communication Disabiiity** - This child would have a problem with language, voice, and hearing. The child may substitute one sound for another, like "f" for "s", or be unable to make certain sounds, or leave sounds out. Because of a severe hearing loss, your child may need specialized training to learn to talk, either with speech sounds or with sign language or both.
5. **Learning Disability** - Some children may have a problem which keeps them from learning up to their potential by the instruction used in the usual curriculum. These children may require special education programs and services. Because of this learning problem the child may have difficulty developing skills and processes that affect their ability to read, write, spell or to do arithmetic or calculate. These problems may be reflected in an inability to receive, organize, or express information in a manner consistent with usual school functions.

   These problems are not primarily due to sensory deprivation, mental disabilities, severe emotional disability, or because a different language is spoken in the home. And.
6. **Chronically disruptive** - These children have repeatedly engaged in in unacceptable behavior which prevents them from making a satisfactory adjustment to the regular school program. This behavior occurs to such a degree thatt the child has been excluded from the regular school program. The director of special education will consult with appropriate juvenile agencies as a part of the accessment educational staffing process.

If your child has any of the above mentioned problems which impairs him or her from learning in a usual school setting then special education programs may be helpful.

REMEMBER: YOU CANNOT SEE ALL
HANDICAPS THAT PREVENT LEARNING.
PATTERNS OF BEHAVIOR CAN BE . . .

warning signs.



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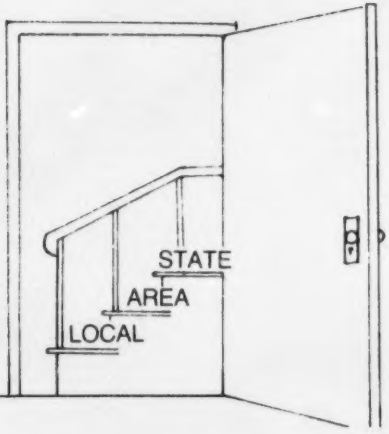


3 THE SYSTEM

3a

In Iowa we have an education system that is made up of Local School Districts, Area Education Agencies, State Hospital-Schools, and the State Department of Public Instruction.

The Local School District is responsible for providing handicapped children with an appropriate education program. They can do this in a variety of ways. Each of the alternatives should be determined by the needs of each student. Whenever possible children should be included in regular classes in regular schools.

When children cannot receive appropriate education in the regular school, local school districts can provide programs by maintaining special schools. This can be done jointly by two or more school districts, by the area education agency, or jointly by two or more area education agencies. Local school districts also have the choice of agreeing to pay a private school or facility for offering an approved program if it is not practicable for the school district to provide the program.

The Area Education Agencies (AEA's) were established under Iowa's Area Education Agency Bill mentioned earlier in the booklet. There are 15 such agencies in the state. Each is responsible for insuring the provision of special education in their areas. They accomplish this in part by being a service agency to local school districts.

The AEA's are responsible for:

1. Developing a yearly plan for providing special education in the area, including transportation. The local school district must make provision for special transportation for your child if his or her handicap or special education program or services requires him or her to be transported. The Department of Public Instruction has set rules. The maximum time a child may spend on a bus is 60 minutes for an elementary student and 75 minutes for a high school student.
2. Maintaining the records and reports required by the Department of Public Instruction.
3. Maintaining a file of the rules, policies and procedures developed by the local school district and the AEA which deals with special education;
4. Making sure that all rules for programs and services are observed in extended year or vacation period programs for children in special education, and
5. Insuring the quality and appropriateness of services when programs and services are provided thru a contract with a private school.

The director of special education for each of the AEA's should act as an advocate for handicapped children. It is his responsibility to identify children in his area needing special education. Decide what is needed in the way of financial support for the programs. If there are any violations of the law requiring special education the director is to report the violations to the Department of Public Instruction. The state can wihhold financial aid entirely or in part from a school district or AEA that is violating the law concerning special education.

In addition to the above the director and his staff must submit plans to meet the needs of the handicapped in his or her area and document what is actually being done. The Department of Public Instruction then reviews and comments on these plans and information, and may even request the AEA to revise and resubmit the plan.

Special State Schools - The state of Iowa can also provide instruction and services in special schools which it operates in Woodward and Glenwood (for the Mentally Retarded) and in Council Bluffs and Vinton (for the deaf and blind). In placing your child, local districts must give first consideration to placement in a regular school or in a special school maintained by the local school district or AEA. When the placement choice is between a state school and a private facility, the decision must be made on how far the school is from the child's home, as well as the quality and suitability of the programs in the school.

The State's Department of Public Instruction is responsible for the administration of the state laws affecting education in Iowa, and this includes special education. They insure that various rules and regulations are enforced, administer the distribution of state funds and serve to protect your child's rights and your rights.

HOW IS ALL OF THIS FINANCED?

Each local school district receives money from taxes that are collected locally through their county. In addition to this they receive funds from the state of Iowa. These funds are distributed by a formula.

Each student that is in a regular curriculum (the "normal students") are given a weighting of one (1.0). They count as one student and the school district is allowed to generate about $1,600 for the cost of his or her education. This was the figure for 1979-1980, but varies greatly from district to district.

Handicapped children needing special education are given additional "weighting" to provide funds for the additional cost of special education programs over regular programs. Students can receive one of three additional weightings.

Students assigned to a regular classroom with a resource teacher or students assigned to a special classroom with integration into regular classrooms are given a weighting of 1.7. They count as 1.7 students and generate the same money as one student multiplied by 1.7. This student would have generated $2,720 for his or her education in 1979-'80.

Students assigned to a full-time, self-contained classroom with minimal integration into a regular classroom are assigned a weighting of 2.0. They count as 2.0 student for money purposes and would have generated about $3,200 for education in 1979-'80.

Students who are severely handicapped, have multiple handicaps or are chronically disruptive are given a weighting of 4.0. They count as 4.0 students and would have generated about $6,400 for their education in 1979-80.

The local school district then budgets for special education programs (including transportation) based on the district cost per student multiplied by the weighted enrollment. Local school districts contracting with the AEA to provide instructional programs can agree to pool their special education money.

3b WHAT IS PROVIDED UNDER SPECIAL EDUCATION?

The local school district or AEA can provide three types of **instructional programs:**

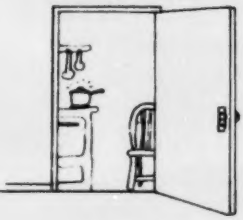
1. The **self-contained classroom** is an educational program serving children with similar educatinal needs. Such children generally cannot profit from participation with regularly enrolled pupils in academic subjects such as math or language arts, but benefit from integration into other school activities such as physical education, music, art and library.
2. The **special class with integration** is an educational program for children with similar educational needs who are enrolled in a special education classroom but can profit from participation in one or more academic subjects with pupils who are not handicapped. These programs may be operated on a multi-disability basis when approved by the Department of Public Instruction.
3. **The resource teaching program** is an educational program for children who are enrolled in a regular classroom for most of the school day, but require, on a part time basis, special education instruction in specific skill areas. These programs may be operated on a multi-disability basis.

When children have severe medical problems which prevent them from attending school, the local school district or AEA must provide them with special education programs and services at home or in a hospital. Preschool children can be placed in a preschool instructional program or a home-based program.

The Department of Public Instruction has established limits on class size for the various programs according to disability and age levels. A chart detailing class size is shown on page 39.

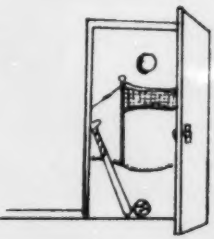
What is taught in these special settings, in part depends on the nature and severity of your child's disability.

For those students who are minimally and mildly mentally disabled a well designed **curriculum** will provide the student with educational experiences in the following three areas. (Based on the student's abilities)



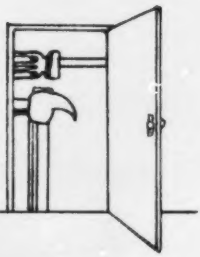
DAILY LIVING SKILLS

1. Managing Family Finances
2. Caring for Home Furnishing and Equipment
3. Caring for Personal Needs
4. Raising Children, Family Living
5. Buying and Preparing Food
6. Buying and Making Clothing
7. Engaging in Civic Activities
8. Utilizing Recreation and Leisure
9. Mobility in the Community



PERSONAL-SOCIAL SKILLS

10. Achieving Self-Awareness
11. Acquiring Self-Confidence
12. Achieving Socially Responsive Behavior
13. Maintaining Good Interpersonal Skills
14. Achieving Independence
15. Making Good Decisions, Problem Solving
16. Communicating Adequately with Others



OCCUPATIONAL GUIDANCE & PREPARATION

17. Knowing and Exploring Occupational Possibilities

18. Making Appropriate Occupational Decisions

19. Exhibiting Appropriate Work Behaviors

20. Exhibiting Sufficient Physical and Manual Skills

21. Acquiring Specific Saleable Job Skills

22. Seeking, Securing, and Maintaining Satisfactory Employment

These experiences would be offered in a well designed curriculum through the basic core areas of Math, Social Studies, Language Arts, Science, Health and Physical Education, Safety, and Career Education.

Pupils who are moderately mentally disabled will profit from a curriculum that provides, when necessary, skill training in the following areas: (These are examples and there are others),

1. SELF-HELP
   a. Eating
   b. Toilet Use
   c. Cleanliness
   d. Appearance
   e. Care of Clothing
   f. Dressing and Undressing
   g. Travel
   h. Self-control

2. PHYSICAL DEVELOPMENT
   a. Sensory Development
   b. Motor Development
   c. Strength Development

3. ECONOMIC INSTRUCTION
   a. Money Handling & Budgeting
   b. Shopping Skills

4. LANGUAGE DEVELOPMENT
   a. Expression
   b. Comprehension
   c. Social Language Development

5. MATH SKILL
   a. Numbers
   b. Counting
   c. Simple Addition and Subtraction
   d. Time

6. DOMESTIC ACTIVITY
   a. Cleaning
   b. Kitchen Duties
   c. Tools
   d. Household Items
   e. Family Chores

7. VOCATIONAL TRAINING OR ACTIVITY

8. SELF-DIRECTION
   a. Initiative
   b. Perseverance
   c. Leisure Time

9. RESPONSIBILITY

10. SOCIALIZATION

These skills would be taught through the curriculum core areas of:

SOCIAL SKILLS — self control, personality, group participation, social amenities, initiative, perseverence, use of leisure time.

SELF HELP — toilet use, cleanliness, grooming, dealing with food, care of clothing, dressing and undressing, travel, general independence.

COMMUNICATION — receptive and expressive language, responds to name, maintains eye contact, compares.

BASIC SKILLS — information, numbers, awareness, community helpers, discriminating between same and different, categorizes, telling time, days of week.

PRACTICAL SKILLS — tools, household items, family chores, vocational readiness.

PHYSICAL DEVELOPMENT — sensory and motor development, health habits, strength and fitness.

CAREER EDUCATION — awareness, exploration, orientation, preparatory training applicable to adulthood and adult responsibility.

The local school district or AEA must provide classrooms which are of the same quality as regular classrooms in the system. They should be located in buildings housing regularly enrolled pupils of the same age. The rooms should be of adequate size with sufficient work and seating space, and furnishings. The student's ability to move around must be considered in providing space that is architecturally barrier free. Portable buildings may be used if the school does not have space that meets the above requirements. The use of such buildings must be approved by the Department of Public Instruction each year. Equipment and supplies for special education programs must be provided by the local district or AEA. They should have a comprehensive program in operation under which equipment is purchased, inventoried, maintained and replaced on a planned and regular basis.

WHAT KIND OF SPECIAL EDUCATION SUPPORT SERVICES SHOULD BE AVAILABLE TO YOUR CHILDREN?

Special education support services enhance and supplement instructional programs for children. The area education agency can employ the following support personnel to provide these services:

1. *"Assistant director of special education"* to assist the Director of Special Education in administrative, supervisory and coordinating functions;
2. *"Special education coordinator"* to assist in coordinating special education programs and services within your school district. This person must be a special educator;
3. *"Supervisor"* whose responsibility is for the development, maintenance, supervision, improvement and evaluation of professional practices and personnel within a specialty area;
4. *"Hearing clinician"* to provide services necessary for the identification and diagnostic evaluation of children having hearing impairments and for the planning and providing of special education programs and services for them;
5. *"School psychologist"* to provide psychological services for the identification, planning, referral and counseling of children needing special education programs and services, and consultation with school personnel and parents;
6. *"Speech clinician"* to provide clinical language and speech services necessary for identifying, planning, coordinating and carrying out programs and services for children with problems in language, voice, articulation and fluency;
7. *"Consultants"* to be instructional program specialists to provide ongoing support to instructional programs for children needing special education through the supervision and evaluation of curriculum and methodology;
8. *"Hospital/home bound teacher"* to provide instruction for children who are homebound or hospitalized and unable to attend class;
9. *"School social worker"* to serve children needing special education through group or individual casework, consultation with school personnel and counseling with parents and students;
10. *"Educational strategist"* to provide assistance to regular classroom teachers in developing intervention strategies for children who are mildly handicapped but can be served in the regular classroom environment;
11. *"Itinerant teacher"* to provide supportive instruction on an itinerant basis to children requiring special education;
12. *"Occupational therapist"* to provide those therapeutic activities needed by handicapped children;

13. *"Physical therapist"* to provide those therapies prescribed by a physician that are needed by handicapped children;
14. *"Preschool teacher"* to provide specialized instructional programs and assistance for children less than five years of age who are handicapped. Preschool programs can be paid for by money raised for instructional programs if the children have been evaluated and a weighting assigned to them. If the children have not been weighted, preschool programs can be paid for from money raised for support services;
15. *"School Vocational Rehabilitation Counselor"* to plan and implement vocational habilitation services to children who need special education services;
16. *"Special education media specialist"* to provide correlation of media services for children requiring special education and provide for the development, availability, maintenance and utilization of media for special education programs and support services;
17. "Special education nurse" to provide professional nursing services only to children needing special education;
18. *"Work experience instructor"* to plan and implement a sequential secondary school program which provides on and off campus work experiences for children needing special education;
19. *"Paraprofessional personnel"* which includes audiometrists, communication aides and other paraprofessionals approved by the Department of Public Instruction.

The number of support personnel employed by an area education agency must be approved by the Department of Public Instruction in accordance with the service needs of the area. The minimum (Guidelines for staff-pupil ratio are included below):

Position	**Ratio**
Hearing Clinician	1:6,000-12,000 enrollment
School Psychologist	1:2,000-2,500 enrollment
Speech clinician	1:1,000-1,500 enrollment
Consultant	1:10-15 instructional programs
Hospital/homebound teacher	1:10 handicapped pupils
School social worker	1:2,500-3,000 enrollment
Educational strategist	1:1,000-1,500 enrollment
Occupational therapist	1:special education facility
Physical therapist	1:special education facility
School vocational rehabilitation counselor	1:5,000 enrollment
Special education media specialist	1-3:area education agency

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Special education nurse ..... 1-5:area education agency
Work experience instructor ..... 1:20-35 handicapped pupils

Modifications of these staff pupil ratios may be approved by the Department of Public Instruction if the area can document unusual conditions.

HOW ARE SUPPORT SERVICES FINANCED?

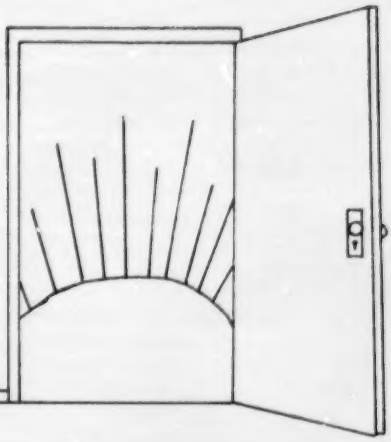
The area education agency submits to the Department of Public Instruction the budget needed to provide support services in addition to the area's special education plan. After the State Board of Public Instruction approves the plan and budget, they determine how much the local school district must add to the allowable growth in their budget to pay the per pupil cost of the support services provided in the area. The weighted enrollment is used in computing the local tax dollars required and state aid. The money is transferred to the area education agency to be administered according to the approved area special education plan. Further explanation of this process can be obtained from the Department of Public Instruction.

ACCESSABILITY

School districts must make their school systems accessible to handicapped students and potential employees by June 1, 1980. It is not required that each school building be accessible, but rather than the district's programs become accessible. Sometimes accessibility can be achieved by reassigning classes, or using special aids such as tape recorders, readers, and so forth. If structural changes are necessary, they must be explained in a transition plan.

Each school district should have completed a self-evaluation that is available to interested persons upon request. From this self-evaluation there should be a transition plan that tells how the school district plans to make its programs accessible to the physically handicapped and their time table for carrying out the plan.

In developing this plan the school should give priority to those methods that offer programs and activities to handicapped persons in the most integrated setting appropriate.



4 WHAT SHOULD HAPPEN?

Each AEA is attempting to identify all children within their area that are in need of special education. You as a parent of a handicapped child have a responsibility to make the school aware of any concerns you have. The local education agency may want to have a formal evaluation done to aid in understanding as much as possible your child's handicap. The local education agency must seek written parent consent before a child is formally evaluated for the first time. What is required legally of the education system and the rights you have protected as parents will be detailed for you in the next section.

Based on the evaluation and information available, an Individual Education Program (IEP) will be developed for your child. **This IEP is the core of the Special Education Program.** Your involvement in the formation of this plan or program can be of tremendous benefit to you and your child. An IEP is required for each handicapped child under both federal and state law.

WHAT IS AN INDIVIDUALIZED EDUCATION PROGRAM (IEP)? IEP

The term, individual education program or IEP, conveys important information to you, as a parent. First, "individual" means that the IEP must be addressed to the educational needs of your child alone, rather than a class or group of children. Second, "education" means that the IEP is limited to those elements of your child's education that are more specifically special education and related services, as defined in Public Law 94-142. This means that if your child is having problems only in math, the IEP will address itself only to your child's math problems. There won't be anything in it concerning reading or speech. Third, "program" means that the IEP is a statement of what will actually be provided to your child, rather than a plan that provides guidelines from which a program must later be developed.

The IEP assures that, when your child requires special education, it be appropriately designed to meet his/her special learning needs, and that the special education program outlined in the IEP is actually provided.

WHAT THE IEP MUST CONTAIN

- Your child's present level of performance. This is a statement of where your child is functioning today. It's not just test scores, but rather statements about your child, gathered from observation and teacher interaction.
- Your child's annual goals and short term objectives. Goals and objectives are statements that say what your child is expected to learn over a certain period of time. Most IEP goals are for the total school year. Objectives are for shorter amounts of time.
- The special education and other services that will be provided to help your child meet these goals and objectives.
- The dates special education and other services begin, and the length of time they will be provided for your child.
- The amount of time your child will be able to participate in the regular school program.
- The dates and methods for evaluating your child's performance and the effectiveness of the program in meeting your child's needs.

The IEP should give you a clear understanding of the expected progress of your child by beginning where your child is today, and stating the goals that will hopefully be achieved by the end of the year. As a parent, you hold a wealth of information about your child to share with the school personnel on developing the IEP.

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How is an IEP Developed?

The IEP is developed in a meeting by a team with parents and the child participating as equal members of the team (teacher, speech clinician, consultant and others).

You possess important information about your total child — his or her development, preschool history, and unique needs — which is critical to the program. Further, the Federal law gives you the responsibility to be participants in all decisions about your child's educational program. You have the opportunity to share what you believe is proper for your child's educational needs, along with the other members of the team. You are not required to attend this meeting, but it is to your benefit and your child's benefit to work cooperatively with school personnel in planning your child's education. This is where you can make the biggest contribution to your child's education, by taking part in the decision making and planning.

The child's teacher is another member of the IEP team. Teachers are the primary persons responsible for putting the IEP into action. Therefore, they must be involved in program planning and placement decisions. The teacher is in a qualified position to assess the proper setting, skills and supportive services needed to meet your child's instructional needs. The teacher also provides a means of communication between classroom and home — an essential part of successful programs. Including the teacher on the team reduces the possibility of breakdown in important communication and helps eliminate misunderstanding and confusion for you about your child's program. Additionally, the teacher can more easily put the IEP into action by being involved with the IEP team.

A fourth member of the team may be your child, if believed appropriate. In the past, children may not have had an opportunity to give their views on their own program. Your child, as part of the team, now has the potential opportunity to relate his/her feelings, desires, and reactions to decisions as they are developed. This type of input can prove valuable in writing an ideal IEP.

If your child has been evaluated for the first time, then a fifth member of the team is needed to attend the IEP meeting. This would be someone familiar with the testing administered to your child. This evaluator can explain testing procedures, purpose for selection of tests and results from the administration of the tests.

At the IEP meeting, members of the team: 1) share information that helps to identify what your child's needs are; 2) plan how to meet those needs; and 3) determine where those needs can be met. This information is recorded on an IEP form.

WHAT TO DO BEFORE THE IEP (8)

Prior to the IEP meeting, you, as a member of the team, might consider gathering some information regarding your child. The following suggestions will help you gather and organize that information. These are *not* things you *must do*, but ideas or suggestions of the kind of information that would *help you* be a more active team member, and also be of interest to school personnel.

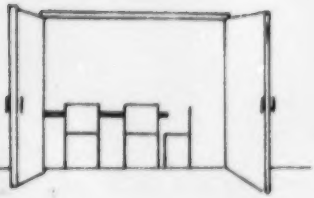
- Make an appointment to visit your child's classroom to observe your child in the instructional situation with other students.
- Start a notebook on your child's developmental educational history:

  List names, addresses and phone numbers of persons you've contacted regarding your child, and the dates of the visits and phone calls. Record as much as you can about what was said, the questions asked, answers given and recommendations made.

  Acquire copies of important information appropriate to making education decisions about your child. (i.e. physician's report and medical history, reports and dates of any testing results, record of attendance, and letters regarding services received by your child).

  Try to have all relevant information and records about your child organized and ready for quick reference.
- From the information collected and from talking with your child, make a list of some thoughts to share at the IEP meeting. As a member of the team, be prepared to share your feelings regarding your child's needs and expectations. (For example, you may want him to be able to walk by the end of the school year.)
- Make a list of suggestions that you would like to see written into your child's educational plan.
- Keep records of your child's behavior at home, so that you can accurately share information with school personnel. Such information as your child's home responsibilities, interests, likes and dislikes, typical daily schedule, interaction with brothers and sisters and neighborhood youth should be noted.
- Talk to your child. Get some first hand information on how s/he feels about school. Know how the school days is organized and the names of teachers and programs that occupy his/her day. Find out what s/he likes and doesn't like about school Ask him/her what he'd like to do better.
- Make out a list of questions that you want to ask team members regarding your child's needs.

WHAT TO DO AT THE IEP MEETING



Developing the IEP is a team effort conducted cooperatively by parents and professionals. The meeting to develop the IEP should accomplish the following:

- Provide each member of the team with a clear picture of your child's strengths and weaknesses;
- Identify, in order of importance, your child's educational needs, and what goals can reasonably be accomplished within the school year;
- Specify objectives leading to the accomplishment of each goal;
- Determine how to teach your child, and explore what materials are likely to be needed;
- Explore possible program and placement alternatives for your child.

The following suggestions may be helpful to you when you are actually at the IEP meeting.

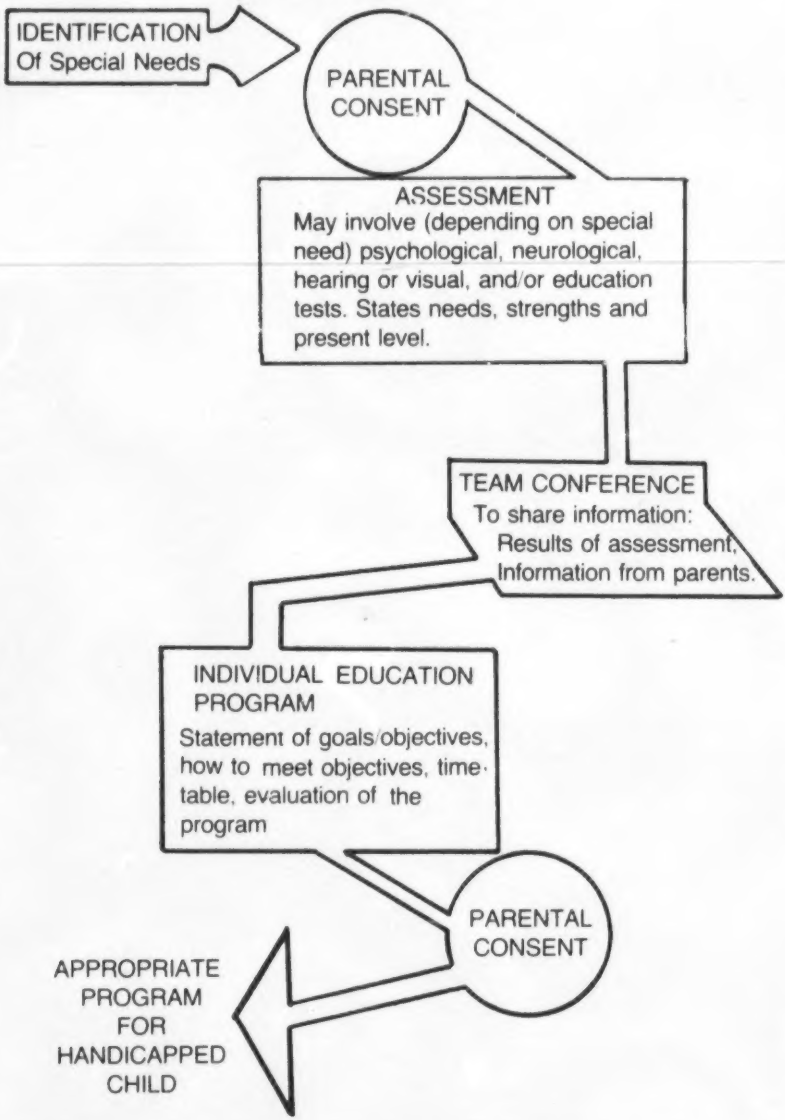
- Be on time for the scheduled meeting. If you cannot make the appointment, notify the school in advance. This lets the school personnel know you are aware they have busy schedules, and that someone else may be able to use your cancelled appointment time.
- Find out how much time has been scheduled for your child's IEP meeting. This will help you in planning when to provide your information, before school personnel have to go to the next meeting.
- Be attentive. Pay attention to what information is being shared about your child. Take notes if you wish. Do not hesitate to ask questions if you don't understand something. Educators, especially special educators, tend to use jargon. If you do not understand the meaning of some terms, ask for an example or demonstration of what they mean.

  Remember the IEP should be clearly undertood by all. Test scores without explanation of what they mean are inappropriate. Be sure that present level of performance supports the student's goals and objectives.
- Be prepared to share relevant information about your child. A specific observation of an incident may be more helpful than a generalization. Be brief but concise. Share information that can be used by the team in determining the student's special needs and most effective programming. Have copies of letters and records organized and quickly available, if requested.
- Go into the IEP meeting with a positive attitude. Actively participate in the development of your child's educational program.

  A problem may arise if you go into to this meeting with decisions already made. Listen to what other members have to say. Ask questions and request to see all the information. But, try not to create an atmosphere of parent vs. school. Remember the purpose of the team approach in developing the IEP is to consider all the information available before the team comes to any decision.

  The schools are interested in doing what is best for your child. Help create an atmosphere where information is shared freely. Keep in mind that this is a new experience for most schools. Your participation, as a positive member of the team, can help create an atmosphere where an effective IEP is developed.

THE IEP PROCESS



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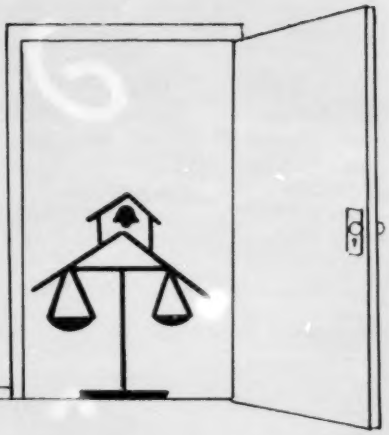
5 IF A PROBLEM SHOULD ARISE



In the process of participating with your school in planning your handicapped child's education, questions and problems may arise. From time to time there may be things that concern or disappoint you. You may find things you would like to change.

If you have concern about your child's education, first make every possible effort to resolve them informally. Here are some suggestions:

- Set up an appointment to discuss your concern, either by scheduling a meeting or a phone conversation. It's best to preface a phone call with a note, asking to call you when they have time to talk about . . . and write your concern. Make sure to allow enough time to deal with the issue.
- Be sure you meet with the individual that can solve your problem. This means, if your child is having problems in his classroom, you'd speak with his teacher and not the principal. You may want to involve the principal later, but you are most likely to find a solution to your problem by going about it directly.
- Be objective. Present your concerns in a way that someone else can respond to with equal concern and interest. Don't create a defensive atmosphere where arguments are heard in place of solutions. Use facts to explain your concern, not feelings. Give them the facts so they can do better.

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- Don't let emotion destroy your conference. As soon as the conversation loses emotional control, when you feel angry or defensive, bring up one of the positive pieces of feedback. Praise is something you can all agree on. Stay on that topic until emotional control is resumed. Then, go on to any more corrective information you want to put out.

If an informal approach doesn't result in a satisfactory solution to your problem, talk to the school principal and the special education director of your district. In many cases, your concerns can be resolved at these levels. There are steps you can take in finding a solution to your concerns. While they may not always bring immediate action, over the long run they can bring about change not only for your handicapped child, but for other handicapped children needing services.

Be sure that the appropriate personnel in the special education department really are aware of your child's situation. One example, when this might be appropriate, is when no program currently exists for your child. It is discouraging to be told after your child has been diagnosed and found to be in need of special services that your school is unable to provide the program s he needs. Making the special education department aware of the situation would include giving them all the necessary diagnostic reports and recommendations. Keep informed of new programs, and keep your lines of communication to the school staff open.

You may want to bring the problem before the local Board of Education. Letter to board members and appearances before the Board may result in immediate help for individual problems, and can also lead to planning new programs. Make certain that communications to and from school officials are written in form. If information is conveyed by telephone, ask for a letter of confirmation so that your record is complete.

Get in touch with your State Director of Special Education. You may find that he is aware of the particular problem you are experiencing and may be taking steps to fill the gap quickly as possible. He may also welcome your testimony as evidence of the need for increased funds for additional programs.

WHAT ARE DUE PROCESS GUARANTEES?

Due process provides the assurance they every child residing in the state and eligible for public education has the protection of procedures to insure his or her rights are not violated. As the parent of a child who is receiving special education benefits, you have certain rights which are safeguarded by state and federal laws.

In cases where a child's parent or guardians are not known, unavailable, or the child is a ward of the state, a surrogate is assigned to the child by the Iowa Department of Social Services in accordance with Chapter 222 and 232 of the Code of Iowa.

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Appeal procedures can be found in Sec. 281.6 and Chapter 290 of the Iowa Code and Chapter 51 of the Iowa Administrative Code.

The rights to which you are entitled are listed below in abbreviated form. If you would like a further explanation of any of these rights, you may contact your superintendent of schools, Area Education Agency Director of Special Education, or the State Division of Special Education, Department of Public Instruction, Grimes State Office Building, Des Moines, Iowa 50319.

WHAT IS PRIOR NOTIFICATION?

Written prior notice must be provided to parents whenever the local education agency initiates (or refuses to initiate or change) the identification, evaluation, placement, or the provision of a free appropriate public education. That notice should be in writing, in your native language, or other principal mode of communication, and at a level understandable to the general public.

The notice shall:

1. Describe in detail the proposed or requested action and the reasons why such action is appropriate or inappropriate for the child;
2. Identify the evaluation procedures, tests, records or reports upon which the action is based;
3. State that relevant school files, records and reports are available for inspection and copying at reasonable cost;
4. State that the parents may obtain an independent educational evaluation of their child and include a list of qualified public and private agencies where such evaluation can be obtained;
5. Inform parents of their opportunity to present complaints, their right to impartial due process hearing and appeal procedures and;
6. Indicate that the child will remain in the present educational setting during the time of administrative or judicial proceedings unless the agency(s) and the parents otherwise agree.

It should be noted that the Department of Public Instruction attempts to settle most differences by informal conferences.

WHAT ABOUT PARENTAL CONSENT AND RELEASE OF CONFIDENTIAL INFORMATION?

You have the right to:

1. Give or withhold consent before an initial evaluation is conducted and before initial placement is made in special education;
2. Revoke your consent at any time but, in the absence of consent, the agency has the right to proceed to a hearing or determine if your child should be initially evaluated or placed.

The local education agency must seek written parental consent before disclosing confidential information to individuals who are not officers of the participating agencies, before using the information for purposes which have not been specified to the parent.

Parental consent is not required when changes are made in a child's program of special education or related services after the initial placement, but are subject to the prior notification requirements.

WHAT ABOUT REQUESTING A HEARING?

Parents have the right to request an impartial due process hearing to question the agency's identification, evaluation, or placement of your child or to question the agency's provision of a free appropriate public education. A hearing can be requested on behalf of the child by his her parent(s) or guardian, the school district, or in some cases by the child. Filing a special education appeal under Section 281.6 of the Iowa Code, is not a difficult process and an attorney is not required. The person filing the appeal may have legal assistance though if desired.

The issues involved should be clearly and concisely stated in an affidavit requesting the hearing. This correspondence should be notarized and then sent to the Superintedent of Public Instruction, Grimes State Office Building, Des Moines, Iowa 50319.

Once the affidavit is received by the Department of Public Instruction (DPI) the local school board secretary will be requested to send a copy of the child's records to the DPI. A hearing date and location which is convenient for the parties is then set. The parties receive a detailed description of the procedures to be used in the hearing. They are also asked to participate in a voluntary mediation conference prior to the hearing.

WHAT IS A MEDIATION CONFERENCE?

The mediation conference is an informal meeting conducted by two members of DPI's Division of Specaial Education. It is designed to give the parties involved an opportunity to discuss their concerns informally with state officials prior to the formal hearing.

This process is voluntary. If the issues are resolved by mediation through a discussion of responsibilities, the special education laws and rules, or through compromise, the person who originally sought the hearing may request the appeal be dismissed. A request for a dismissal does not affect that person's right to file another appeal later.

If the issues cannot be resolved informally or if either of the parties does not wish to participate in the conference, the hearing is held as scheduled and results in a written decision instead of an informal resolution.

WHAT HAPPENS BEFORE A DUE PROCESS HEARING?

After a hearing has been requested, the following steps take place before the actual hearing is conducted:

1. All provisions under prior notification must be compiled with.
2. The Department of Public Instruction will initiate an informal mediation conference with the parents, local education agency-area education representatives (just discussed).
3. Parents must be provided the name of the trained hearing officer that will preside at the hearing.
4. Ten days in advance of the hearing (unless waived by the parties) the Department of Public Instruction will provide written notification of the time and place to the parents and officials of the local and area education agencies.
5. Parents may have in attendence at the hearing any officer, employee or agent of the LEA, AEA, or State Department of Public Instruction who may have testimony or evidence relevant to the proceeding.
6. Unless otherwise agreed upon by the involved parties, the child will remain in his her present education placement until the hearing officer reaches a decision. If the hearing is concerned with initial admission to public school, the child shall, with the consent of the parent, be placed in the public school program until the completion of all proceedings.

WHAT HAPPENS AT THE APPEAL HEARING?

The hearing is conducted by a State Hearing Officer and results in a final decision by the State Board of Public Instruction. The parents decide whether the hearing is open or closed to the public and have the right to have their child present at the hearing.

There are three types of hearings:

1. A hearing based on stipulated record where in the controversy is decided based upon the record, written briefs or arguments.
2. An evidentiary hearing in which witnesses under oath are called and cross-examined.
3. A combination of 1 and 2.

The hearing is recorded on tape, which may be copied for the parents and school district if desired.

The following procedures are followed:

1. All the parties involved in the hearing must be given the opportunity to present their evidence and testimony.
2. You and the local school district or AEA may have legal counsel or other professional persons attend the meeting.

3. The burden of proof is on the party requesting the hearing.

At all stages of the due process hearing, interpreters for the deaf and when needed, interpreters fluent in the primary language of the home, must be provided at public expense.

The hearing officer will make a written decision after considering evidence and arguments presented. Under state law, the State Board of Public Instruction then reviews the decision and either approves it or directs a rehearing. Upon Board approval, the decision is final.

A request for a rehearing must be made within 20 days after the final decision is issued.

The decision of the State Board of Public Instruction is final. If parents are not satisfied with this decision, they can take their case to district court. An attorney or legal aid program can advise them on the appropriate steps necessary to initiate the suit against a local school district, AEA or the State Department of Public Instruction.

A handicapped child's right to an education is guaranteed by law. Both parents and educators must accept their reponsibility in insuring that this right to an appropriate education is a reality.

APPENDIX

Area Education Agency Districts

Area Education Agency Special Education Directors

Organizations for Parents of Handicapped Children

Iowa Developmental Disabilities Agencies

AREA EDUCATION AGENCY SPECIAL EDUCATION DIRECTORS

AEA 1
319-245-1480
Eugene Pratt
Special Education Director
Keystone AEA 1
Box No. 250
Elkader, Iowa 52043

AEA 2
515-357-6125
Harold Webb
Special Education Director
Northern Trails AEA 2
P.O. Box M
Clear Lake, Iowa 50428

AEA 3
712-424-3211
Dixey Morrison
Special Education Director
Lakeland AEA 3
Cylinder, Iowa 50528

AEA 4
712-722-4374
Robert Tegeler
Special Education Director
Area Education Agency 4
102 S. Main Avenue
Sioux Center, Iowa 51250

AEA 5
515-576-7434
Frederick Krueger
Special Education Director
Arrowhead AEA 5
1909 First Avenue North
Fort Dodge, Iowa 50501

AEA 6
515-752-1578
Mike Donahue
Special Education Director
Area Educaation Agency 6
9 Westwood Drive
Marshalltown, Iowa 50158

AEA 7
319-277-3330
Wayne Mooers
Special Education Director
Area Education Agency 7
3712 Cedar Heights Drive
Box 763
Cedar Falls, Iowa 50613

AEA 9
319-359-1371
Vernon Vance, Ph.D.
Special Education Director
Mississippi Bend AEA 9
2604 W. Locust
Davenport, Iowa 52804

AEA 10
319-399-6700
Myron W. Rodee, Ph.D.
Special Education Director
Grant Wood AEA 10
4401 6th Street Road, S.W.
Cedar Rapids, Iowa 52401

AEA 11
515-964-2550
Robert Gibson, Ph.D.
Special Education Director
Heartland AEA 11
1932 S.W. 3rd
Ankeny, Iowa 50021

AEA 12
712-279-6443
Marilyn Marsh, Ed.D.
Special Education Director
Area Education Agency 12
1520 Morningside Avenue
Sioux City, Iowa 51106

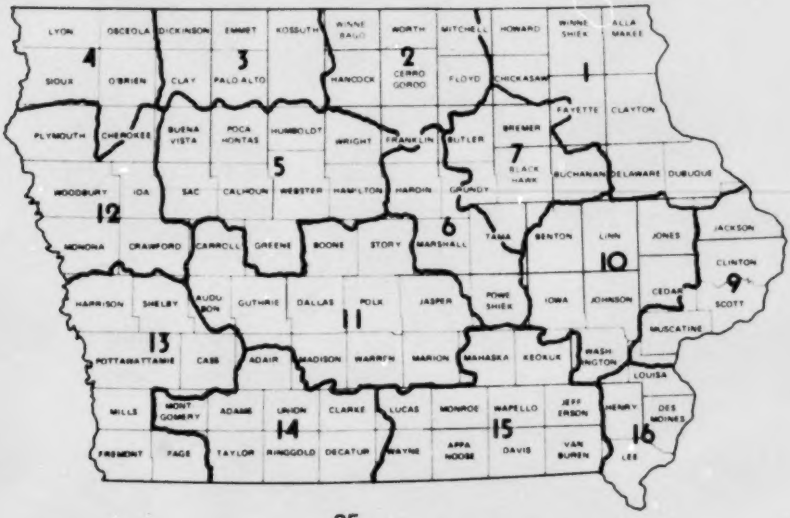
AEA 13
712-366-0503
James P. Ziolkowski
Special Education Director
Area Education Agency 13
Halverson Center for Education
R.R. No. 1
Council Bluffs, Iowa 51501

AEA 14
515-782-8443
Harold Connolly
Special Education Director
Green Valley AEA 14
1501 W. Townline
Creston, Iowa 50801

AEA 15
515-682-8591
Larry X. Keele, Ph.D.
Special Education Director
Area Education Agency 15
Ottumwa Industrial Airport
Building No. 40
Ottumwa, Iowa 52501

AEA 16
319-372-4823
John Bryant, Ph.D.
Special Education Director
Area Education Agency 16
305 Avenue F
Fort Madison, Iowa 52627

AREA EDUCATION AGENCY DISTRICTS



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III. ORGANIZATIONS FOR PARENTS OF HANDICAPPED CHILDREN

Autism

National Society for Autistic Children
Ruth Dyer, Executive Director
169 Tampa Avenue
Allbany, NY 12208

Birth Defects

National Foundation/March of Dimes
P.O. Box 2000
White Plains, NY 10602

Blind

American Council for the Blind
Durward K. McDaniel, National Representative
1211 Connecticut Avenue, N.W.
Washington, DC 20006

American Foundation for the Blind
Eugene Apple, Executive Director
15 West 16th Street
New York, NY 10011

National Federation for the Blind
James Gashel, Chief, Washington Office
1346 Connecticut Avenue, N.W.
Suite 212, Dupont Circle Building
Washington, DC 20036

Cerebral Palsy

United Cerebral Palsy Association
Earl H. Cunerd, Executive Director
66 East 34th Street
New York, NY 10016

Deaf

Alexander Graham Bell Association for the Deaf
George W. Fellendorf, Executive Director
3417 Volta Place, N.W.
Washington, DC 20007

National Association of the Deaf
Frederick Schrieber, Executive Director
814 Thayer Avenue
Silver Spring, MD 20910

Deaf-Blind

National Association of the Deaf-Blind
Robert H. Petty, Executive Director
2703 Forest Oak Circle
Norman, OK 73071

Emotionally Disturbed

Mental Health Association, National Headquarters
Bryan O'Connell, Executive Director
1800 North Kent Street
Arlington, VA 22209

Epilepsy

Epilepsy Foundation of America
Jack McAllister, Executive Director
1828 L Street, N.W.
Washington, DC 20036

Learning Disabilities

National Association for Children with Learning Disabilities
Jean Peterson, Executive Secretary
4156 Library Road
Pittsburgh, PA 15234

Mental Retardation

National Association for Down's Syndrome
Joan Berman, Director of Services
P.O. Box 63
Oak Park, IL 60303

National Association for Retarded Citizens
Philip Roos, Executive Director
2709 Avenue E East
P.O. Box 6109
Arlington, TX 76011

National Down's Syndrome Congress
528 Ashland Avenue
River Forst, IL 60305

American Association for the Education of the Severely and Profoundly Handicapped
P.O. Box 15287
Seattle, WA 98115

President's Committee on Mental Retardation
Washington, DC 20201

Physically Handicapped

National Easter Seal Society for Crippled Children and Adults
Executive Director
2023 W. Ogden Avenue
Chicago, IL 60612

National Paraplegia Foundation
Ann Ford, Associate Director
333 North Michigan Avenue
Chicago, IL 60601

Spina Bifida Association of America
Kent Smith, Executive Director
343 South Dearborn Street, Room 319
Chicago, IL 60604

Speech Impaired

American Speech and Hearing Association
Kenneth Johnson, Executive Secretary
10801 Rockville Pike
Rockville, MD 20852

General

American Coalition for Citizens with Disabilities
1346 Connecticut Avenue, N.W.
Washington, DC 20036

Children's Defense Fund
1763 R Street, N.W.
Washington, DC 20009

Closer Look: National Information Center for the Handicapped
Box 1492
Washington, DC 20013

Council for Exceptional Children
1920 Association Drive
Reston, VA 20091

Parenting Materials Information Center
Southwest Educational Development Laboratory
211 East 7th Street
Austin, TX 78701

President's Committee on Employment of the Handicapped
Washington, DC 20210

Developmental Disabilities, Protection & Advocacy Division
Iowa Civil Rights Commission
418 Sixth Avenue
Liberty Building
Des Moines, Iowa 50319 — phone no. 1-800-532-1465
(515) 281-8080

Developmental Disabilities Program
Office for Planning and Programming
523 East 12th Street
Des Moines, Iowa 50319 — phone no. (515) 281-8704

Division of Special Education
Department of Public Instruction
Grimes State Office Building
Des Moines, Iowa 50319 — phone no. (515) 281-3176

	Itinerant Teacher	Resources Teaching Program (a)	Special Class With Integration (b)		Self-Contained Special Class			Severely Handi-capped
			Elementary	Secondary	Preschool	Elementary	Secondary	
Communication Disability	Not an Option	18	12	15	8	8	10*	5
Hearing Impaired	10	Department Approval	10	10	8	8	10*	5
Emotional Disability	10	18	12	15	8	8	10*	5
Learning Disability	10	18	12	15	8	8	10*	5
Mental Disability	Department Approval	18	12	15	8	8	10*	5
Physical Disability	10	18	12	15	8	8	10*	5
Visually Impaired	10	Department Approval	12	15	8	8	10*	5
Chronically Disruptive	Not an Option							5
Severely and Profoundly Handicapped	See Rule 12 27							

*Self-contained special classes at the secondary level may be operated with an enrollment limit of 15 students if a work experience instructor supervises on-the-job work experience and provides related instructions.

NOTE: Chronological Age Range Limitations

1. Resource teaching programs and special classes with integration will be housed in elementary or secondary school facilities and serve pupils of a corresponding age range.

2. Self-contained special classes may be operated at the preschool level or other instructional levels so long as the chronological age range of pupils enrolled does not exceed six (6) years.

(a) May be provided on a multi-disability basis with a maximum class size of eighteen.

(b) May be provided on a multi-disability basis with department approval.

IEP checklist —

An Addendum to

"A Parent's Guide to Special Education"

Individualized Education Program (IEP) Checklist

Public Law 94-142 or the Education for All Handicapped Children Act, requires that a written individualized education program (IEP) be developed for each child to meet his/her educational needs. Every child needing special education must have an IEP, and it must be reviewed and up-dated at least once a year. Within the IEP the listing of the educational services (special education and related services) unique to the needs of your child should contain statements on the present level of functioning, goals, criteria and the duration of services.

Each parent should make sure the IEP accurately reflects the essential facts necessary to serve a child appropriately. The following checklist is intended to be a "memory jogger" for parents in preparation or review of services to be listed in the IEP. It does not cover all possible points you may need to consider for your child, just as all points listed may not need to be addressed in a specific child's IEP. By definition, the IEP is individual and unique, and it is hoped that the following list will serve a useful purpose in seeing that your child's needs are met.

GENERAL:

1. Did the educators inform me of how the IEP was to be developed and what should be in it?
2. Does the IEP contain the following items?
   a. present level of performance,
   b. description of overall education needs,
   c. long-term goals, including a description of the ultimate education outcome,
   d. short-term objectives which are related to the long-term goals and which services will be provided and timetable for providing them,
   e. ways to check child's progress in meeting the goals and objectives,
   f. specific educational and related services needed including the manner in which services will be provided and a timetable providing the services,
   h. identification of barriers to goals and objectives and how they will be overcome,
   i. adaptive physical education if necessary.
3. Does the description of my child's present education performance include information in all four of the following areas?
   a. self-help skills (personal maintenance)
   b. social behavior (getting along with others, etc.)
   c. physical skills (co-ordination, running, etc.)
   d. academic skills (reading, math, etc.)

4. Am I familiar with all the services which the school system must provide under the law?
   a. classroom instruction
   b. instruction in a non-classroom setting (including home bound)
   c. social and personal habilitation services
   d. pre-school stimulation
   e. other specially designed instruction
   f. physical therapy
   g. occupational therapy
   h. recreation/recreational therapy
   i. speech therapy, pathology
   j. audiology
   k. athletics
   l. diagnostic and evaluation medical and health services
   m. school health and nutrition services
   n. prosthetic, orthotic or other services.
   o. counseling
   p. pre-vocation and career development
   q. facilitating services, like transportation.
   r. parent counseling and training
   s. interpreter and reading services.
5. Are the services outlined in my child's IEP based on my child's needs rather than on what is available?
6. Was a specific date set for reviewing my child's progress under the IEP?
7. Was a completed copy of the IEP made available for me to keep?
8. Was the information given to me presented in a understandable language?
9. Was I encouraged to contribute significant information to my child's IEP?
10. Did I get the feeling that I was a fully participating member of the team that prepared my child's IEP?

MIND JOGGERS

1. What are my child's days and hours of instruction?
   a. Should he/she attend school for the standard school year? Less? An extended school year?
   b. How much instructional time should he/she have? Is there a maximum beyond which the time would be non-productive or intolerable?
   c. How do you define instructional time. Does it include recess, lunch, snack time, recreation, unstructured activity, etc?
   d. Is there a need to place a limit on or a requirement for free time earned or given your child? Daily? Hourly?
   e. Should there be any special restrictions unique to your child?
2. What type of training or curriculum does your child need?
   a. Does your child need reading, writing, spelling, math, science, social studies, speech therapy, adaptive P.E., vocational, pre-vocational, socialization, living skills, survival skills, gross motor, fine motor, sensory motor, etc.?
   c. Does there need to be a limit on the teacher/pupil ratio to permit effective teaching of your child? Different for different subjects?

d. Does your child require a structured setting?
e. Will your child's teachers require any special qualifications or certifications? Can volunteers be used?
f. Is there a need for special equipment of materials to work effectively with your child? Braille? Recorder?
g. What special restrictions if any could be placed on methods to be used with your child?
h. Should your child have homework? How much? How received and returned?
i. Does your child require special classroom support, such as a language or sign interpreter?

3. Does your child have special requirements with respect to the physical facilities and environment?
   a. Does your child need special physical accessibility? What kind? Assistance to move about?
   b. Will your child's instruction be provided in different rooms or locations at different times? How does he move between locations? Is he protected? Are there field trips?
   c. Are there special requirements for teaching facility and its location which must be met to ensure your child's safety? Fenced Playground? Bathrooms? Cafeteria? Proximity to medical services or facilities?
   d. Does your child have any special diet or medication requirements?
   e. Are there any other restrictions to be placed or directions to be given to ensure your child's safety?
4. To what extent should your child be "integrated" or "mainstreamed" with non-handicapped children?
   a. What is the "least restrictive environment" for your child: Joining with non-handicapped children? Being separated and protected from non-handicapped children? Some mixture of the foregoing, dependent on the activity?
   b. Will part of the child's instruction be in other than regular classrooms. What class: What subjects? How long? What time of Day? What days?
   c. What assurances are provided that the regular classroom teacher and the special education teacher will coordinate work, methods and program? Will there be visible evidence?
   d. Should place any special restrictions or minimum maximum requirements on the integration of your child?
5. Does your child need special handling or assistance during his free time?
   a. Does your child require protective supervision, for himself or others?
   b. Does he require structure even in his free time?
6. Does your child have to be transported to and from school?
   a. Who will provide the transportation? The school? The parents? A public carrier?
   b. If the school provides the transportation by bus or servicar, how long will the child be on the bus? Will an aide or special equipment be required for safety? Is it necessary that the child be escorted to and picked up at the classroom?
   c. If provided by public carrier, the comments of 6b. apply; in addition, what will be the method of payment of the carrier?
   d. If provided by the parents, how much will be the reimbursement per mile: How many trips per day?
   e. Are there any other restrictions or special instruction unique to the need of your child?

7. What kind of routine communications will you have with the school on your child's progress and welfare?
   a. Will you receive a written report on your child's progress? How often? What will it cover? Will his work papers be sent home?
   b. Will the school notify you of any unusual event or problem associated with your child? When? How?
   c. Will the school obtain your permission before trying a new or unusual technique in working with him? When? By what means?

This checklist is made available by the:

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